

Planet Ocean: Why Are the Oceans Important?

Genre: Informational Text

Standards

Primary

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Secondary

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson Overview

Lesson Summary

In this lesson, students learn about oceans, including why oceans are important and how they can be protected. By reading passages and analyzing videos, students examine the wide variety of life in the ocean ecosystem and discover how oceanographers learn about the ocean. Taking on the role of junior oceanographers, students work collaboratively to create an oceanographer's action plan with strategies for protecting the ocean.

Essential Questions

- Why are oceans important?
- How do we learn about oceans?
- How can we use text features to efficiently locate key facts or information in a text?
- Why is it important to protect oceans?

- What can we do to protect oceans?

Sessions

- **Session 1:** What Are Oceans?
- **Session 2:** How Can We Protect the Oceans?
- **Session 3:** Write an Ocean Action Plan

Session 1: What Are Oceans?

Session Summary

Students explore why oceans are important by analyzing a reading passage and a video. Students then record facts they learn about why oceans need to be protected.

Standards

- **CCSS ELA-Literacy.RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS ELA-Literacy.RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS ELA-Literacy.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Essential Questions

- How do we learn about oceans?
- How can we use text features to efficiently locate key facts or information in a text?
- Why are oceans important?

Tasks

- **Close Reading and Analysis: Read and Interpret Text** After sharing their own ideas about oceans, students closely read and analyze a text to identify the main focus and record details that help them understand the importance of oceans. (RI.2.1, RI.2.2, RI.2.5, RI.2.6, SL.2.1)
- **Media Analysis: Comparing Film to Text** Students view and discuss a video about the importance of oceans. They take notes on what they learn about the importance of oceans. Then students compare the information presented to what they learned from the text. (RI.2.1, SL.2.1, SL.2.2)
- **Collaborative Activity: Think-Pair-Share** Partners compare their notes on the text and the video to summarize what they have learned and identify the main idea. (RI.2.2, SL.2.1, SL.2.2)

Teacher Preparation

- [Getting to Know: Oceans](#)
- [Oceans Are Important](#) (2 copies per student)
- [Why Are Oceans Important?](#) [2:50]
- Globe
- Pencils

Instructional Procedure Chart

Section	Time	Instructional Sequence
Activate Thinking: Whole-Group Discussion	5 minutes	<p>Display a classroom globe for all to view. Spin it around and ask students what colors they see. (Sample answers: <i>brown, green, tan, blue</i>) Ask them what they think each color stands for and provide support as needed to help students identify the landforms and oceans.</p> <p>Ask a volunteer to stand by the globe with eyes closed. Turn the globe and have the student put his or her hands on it. Ask students what colors the volunteer's hands are touching. Repeat these steps several times. Guide students to understand that most of the time, one or both hands were on blue. Explain that this is because more of Earth is covered by water than by land. In fact, the oceans cover about three-quarters of Earth's surface.</p> <p>Tell students that in this session, they will read a passage and view a video to explore the importance of these huge bodies of water and to learn why the oceans need to be protected.</p>
Close Reading: Read and Interpret Text	15 minutes	<p>Display the reading passage Getting to Know: Oceans. Help students preview the text. First, read the title with students and ask if it helps them guess what the author's main purpose for writing the passage might be. (<i>To help people learn about oceans.</i>)</p> <p>Give students a minute to look at the photos. Point out the text under the first photo. Explain that this is a caption and that a caption tells more about a photo. Explain how the title, photos, and captions will help students predict what they will be reading about. Ask students what they learned from previewing this article.</p> <p>Explain that the purpose of this close read is for students to know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text. Choose one student to read aloud the questions in the first paragraph. Invite students to share what they already know about oceans by answering the questions. Provide additional information as needed.</p> <p>Call on students to read the next five sentences aloud. Then ask students the key facts about Earth's water that they learned from those sentences. Confirm that students understand the difference between saltwater and freshwater.</p> <p>Point out the sidebar that asks "Did you know?" Explain that a sidebar gives more information about a detail in the main text. Ask students to identify which sentence they think the sidebar tells more about. (<i>Much of Earth is covered by water.</i>)</p> <p>Point to the photo and caption to the right of the sidebar. Ask how the photo helps students better understand the sidebar. (<i>More of the picture is blue, which shows that more of Earth is covered by water.</i>) Also refer back to the globe activity and talk about how the photo also illustrates what students discovered in that activity.</p> <p>Finally, reread the sidebar and ask students to repeat the name of each ocean as you read it. With each name, point out the ocean on the globe.</p>

<p>Close Reading:</p> <p>Read and Interpret Text</p>	15 minutes	<p>Have students look at the second page of the passage. You may want to preview the words <i>submarine</i>, <i>natural resources</i>, and <i>recycle</i>. Ask students if they know what each word or phrase means. Then define the words: <i>submarine</i>—a large ship that moves under the water; <i>natural resources</i>—materials found in nature; <i>recycle</i>—to use again.</p> <p>Before students begin reading the page, remind them that a group of sentences is called a paragraph. Tell them that most paragraphs have one main idea, or focus. Often, the first sentence in a paragraph tells the focus of the paragraph. Other sentences in the paragraph give key details that support this focus.</p> <p>Select students to take turns reading the paragraphs on the second page. Pause after each paragraph to ask about the main idea and supporting details:</p> <ul style="list-style-type: none"> Look at the first sentence in the first paragraph. What is the focus, or main idea, of this paragraph? (<i>We are still learning about the ocean.</i>) What details explain how we learn about the ocean? (<i>Divers go in the water to see what's there. Submarines help us explore deep in the ocean.</i>) What is the focus of the second paragraph? (<i>Oceans are very important.</i>) How do you know this is the main idea? (<i>The author begins the paragraph with this sentence.</i>) What two key details does the author use to support this idea? (<i>Oceans give us food. They have other natural resources.</i>) In the third paragraph, what key details does the author write to support the focus that oceans help recycle Earth's water? (<i>Water moves from oceans to clouds. When it rains, water goes back into the ocean.</i>) In the last paragraph, why does the author say that we must protect our oceans? (<i>Every living thing needs water.</i>) <p>Tell students that, just as each paragraph has a main idea, the whole passage also has a main idea. Have students show their understanding of the main idea of the passage by coming up with a new title for the passage. Accept all reasonable answers that capture the idea that oceans are important and must be protected.</p> <p>Distribute Oceans Are Important and have students circle "Text" at the top of the page. Assign each student to work with a partner. Continue to display the reading passage so that partners can read it again. Then have students work together to record on their web important details from the passage that support why we must protect our oceans. Call on partners to share their choices.</p>
<p>Media Analysis:</p> <p>Comparing Film to Text</p>	10 minutes	<p>Tell students that they will now view a video to learn more about why oceans are important. Point out that many of the key details they have read about oceans will be in the video, but there will also be new facts. Play the video Why Are Oceans Important? [2:50] Ask students to identify the main idea of the video, then compare it with the main idea of the reading passage. Elicit that both have the same main idea: Oceans are important and must be protected.</p> <p>Play the video a second time, and have students listen for facts that were not in the reading passage. Discuss new information that students heard and saw in the video. (For example: oceans are a source of fun and recreation, food, and raw materials.) Have students think about the effects of this additional information. Discuss how oceans affect everyone in the class:</p> <ul style="list-style-type: none"> What foods do you eat that come from the ocean? What things do you use that are made of plastic?

		<ul style="list-style-type: none"> • Do you use toothpaste? Do you like ice cream? How are oceans a part of these products? • What might happen if people do not protect the oceans?
Collaborative Activity: Think-Pair-Share	10 minutes	Distribute a new copy of Oceans Are Important and have students circle “Video” at the top of the page. Ask the same partners to record new important facts they learned from the video. Then ask them to review both sheets (from the text and from the video) to see what they have learned about the importance of the oceans. Ask students to share some of the facts they feel are most important.
Wrap Up	5 minutes	Spin the classroom globe again. Review that oceans cover most of Earth, and that if people do not protect them and keep them healthy and clean, every living thing is affected. Tell students that in the next session, they will begin to work as junior scientists to explore more about oceans. Collect students’ notes from the reading and the video for use in the next session.

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.

Session 2: How Can We Protect the Oceans?

Session Summary

Students read and analyze an informational text about oceanographers to explore how we learn about oceans. They are then invited to become junior oceanographers as they watch and analyze a video to learn more about the importance of oceans and begin to focus on ways to protect the oceans.

Standards

- **CCSS ELA-Literacy.RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS ELA-Literacy.RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Essential Questions

- How do we learn about oceans?
- Why is it important to protect oceans?

Tasks

- **Activate Thinking: Group Discussion** Students review what they already know about oceans and consider what they want to know. (SL.2.1)
- **Close Reading and Analysis: Read and Interpret Text** Students closely read and analyze a text to identify the main topic and key details that help them understand what oceanographers do. (RI.2.1, RI.2.2, RI.2.6, SL.2.1)

- **Media Analysis: Identify Key Ideas** As junior oceanographers, students view a video about the ocean ecosystem. They identify the key ideas about how people have harmed oceans. (RI.2.1, SL.2.1)

Teacher Preparation

- [What is An Oceanographer?](#)
- [Junior Oceanographer](#) (one copy per student)
- Manila folder or envelope (one per student)
- Pencils
- Paste or tape
- [Oceans: The Largest Ecosystem on Earth](#) [3:40]
- Books and other resources about oceans (optional)
- Flip chart or whiteboard

Instructional Procedure Chart

Section	Time	Instructional Sequence
Activate Thinking: Whole-Group Discussion	10 minutes	Ask students if they have heard the phrase “Knowledge is power.” Then ask what they think it means. Explain that information is knowledge, and that people who have information have the power to do something with it. Ask students how this idea could be applied to oceans. (Sample answer: <i>Knowing as much as possible about oceans gives people the power to protect them.</i>)
Close Reading and Analysis: Read and Interpret Text	25 minutes	<p>Point out to students that they already have knowledge about the oceans from the text they read and the video they watched in the last session. Invite students to expand their knowledge and power in this session by becoming junior oceanographers. Ask students what they think an oceanographer is. If no one knows, help students break down the word, and explain the unfamiliar word parts (<i>graph</i>—to write or describe, -<i>er</i>—a suffix that forms a noun and can mean “a person who”). Explain that they will now read an article to learn about oceanographers.</p> <p>Display the reading passage What Is an Oceanographer? Read the title with students and give them some time to preview the photos and the text. Talk about what they see in the photos and read in the captions. You may also want to preview and define the words <i>data</i> (information) and <i>gear</i> (clothing and equipment needed to do a certain activity).</p> <p>Read the passage aloud, pausing after each paragraph. Have volunteers point out the main idea and supporting details in each one. Ask the following questions to help students summarize what they read.</p> <ul style="list-style-type: none"> • What is an oceanographer? • What do oceanographers study? • What tools do they use? • What types of questions might oceanographers try to answer? • What characteristics or interests do you think an oceanographer would have? What evidence from the text helps you answer this? • How do oceanographers help us? • What would happen if there were no oceanographers? <p>Distribute the Junior Oceanographer Activity. Have partners work together to write one fact they know about oceans and one question they want to answer. Provide each student with a manila envelope or folder. Have students paste or tape their Junior Oceanographer papers on the front. Return students' notes from Session 1 and have them put the notes into their envelopes or folders to start their junior oceanographer notebooks.</p>

Media Analysis: Identify Key Ideas	20 minutes	<p>Tell students that their first activity as junior oceanographers is to learn more about the ocean ecosystem by viewing a video. Write the word <i>ecosystem</i> on the board. Underline the word <i>system</i> and help students explain what it means. (<i>A set of connected things or parts</i>) Then tell them that the word part <i>eco-</i> refers to living things. Explain that <i>ecosystem</i> means a group of animals and plants that live together and depend on each other.</p> <p>As students view the video Oceans: The Largest Ecosystem on Earth [3:40], have them work in pairs to look and listen for information about the ocean ecosystem and about how people have harmed that ecosystem. Encourage them to take notes on important ideas. Ask students: <i>What new information do we learn about oceans from this video? What is the relationship between humans and the oceans? How do humans help the oceans? How do humans hurt the oceans? How do oceans affect humans?</i></p> <p>Ask student pairs to share the key ideas they heard in the video. Record students' ideas on a flip chart or whiteboard. Tell students to revisit the question they wrote on their Junior Oceanographer Activity. If they heard an answer to their question in the video, have them write down the answer. If not, tell them they will learn more in the next session and may find the answer to their question then.</p>
Wrap Up	5 minutes	<p>Write the following questions on the board:</p> <ul style="list-style-type: none"> • How do we harm the oceans? • How can we protect the oceans? <p>Explain to students that they will look at these questions as they prepare to write an Ocean Action Plan in the next session. Encourage them to start thinking of answers.</p>

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.

Session 3: Write an Ocean Action Plan

Session Summary

Students view a video about protecting the environment, then examine ways people harm the oceans and how they can help protect them. In a collaborative group, students use the information they have gathered as junior oceanographers to write and present an Ocean Action Plan.

Standards

- **CCSS ELA-Literacy.RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **CCSS.ELA-Literacy.W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions

- Why are oceans important?
- Why is it important to protect oceans?
- What can we do to protect oceans?

Tasks

- **Media Analysis: Analyze a Video** Students view and discuss a video in which children give tips for ways they can help the environment. Afterward, students brainstorm other ways to help protect the oceans. (RI.2.1, SL.2.1)
- **Collaborative Activity: Using Research** In small groups, students use their Junior Oceanographers' Files to brainstorm what they will include in their Ocean Action Plan. (W.2.7, SL.2.1, SL.2.2)
- **Writing Project: Ocean Action Plan** Small groups write an Ocean Action Plan to focus on one way people have harmed the oceans. Their plans will include two specific strategies to solve the problem and evidence to show how those strategies will help protect the oceans. (W.2.7, W.2.8, SL.2.1)

Teacher Preparation

- [People Harm the Oceans](#) (one copy per student)
- [Caring for the Environment](#) [1:02]
- [Ocean Action Plan](#) (one copy per student)
- Paper, pencils, and crayons
- Chart paper

Instructional Procedure Chart

Section	Time	Instructional Sequence
Activate Thinking: Whole-Group Discussion	10 minutes	Ask students how it's possible to affect or even harm the oceans without ever going near them. (Sample answers: <i>littering, polluting</i>) Tell students that many things people do on land have an impact on the oceans even though the people live far away from the water. Distribute People Harm the Oceans . Explain that these are ways people can hurt the oceans whether they are near the water or far away from it. Read each item aloud, asking students what they think each one means and clarifying if necessary. Have students choose and put a check next to one problem that they want to focus on.
Media Analysis: Analyze a Video	5 minutes	Tell students that they will now explore some ways they can help oceans by viewing a video in which children name ways they can help the environment. Play Caring for the Environment [1:02]. Afterward, ask students which ideas they heard would specifically help sea animals. (Sample answer: <i>cutting plastic rings from drink cans so the rings would not get stuck around animals' necks or bodies</i>) Point out that all of the ideas in the video will help oceans, both directly and indirectly. Ask students for any additional ideas and record their suggestions.
Collaborative Activity: Using Research	20 minutes	Reread the list on the People Harm the Oceans Activity. As you read each item, ask students who marked that item to raise a hand. Form groups of students who marked the same item. Distribute the Ocean Action Plan Activity. Explain to students that they will be working together on an Ocean Action Plan to protect the oceans. They will focus on coming up with two specific strategies to solve their problem. Tell students that they will also need to include supporting evidence to show how those strategies will help protect the oceans. Encourage groups to look through their Junior Oceanographers' Files and compare their papers for ideas. Have them discuss and choose what they want to include in

		<p>their Ocean Action Plan. You may also want to provide additional resources, such as age-appropriate books about caring for the oceans and about coral reefs, for groups to use as they research additional support for their plans. Also suggest that students talk to other student groups who are focusing on the same problem. If you want to extend this to a homework assignment, you can encourage students to ask adults they know for ideas.</p> <p>Model an example by saying you want to focus on “trash near a beach.” Model your thinking: <i>I know one way I can help is to not leave trash when my family and I go to the beach. I’ll see if my group has any another ideas. Maybe we can come up with some ideas together.</i> Model an example of using supporting evidence to show how that strategy will help protect the oceans: <i>If I make sure not to leave trash on the beach, it won’t end up in the ocean. Then there will be less trash in the water to harm ocean animals.</i></p>
Writing Project: Ocean Action Plan	20 minutes	<p>After groups have gathered their research, have them write on a separate piece of paper the problem they want to solve, the two strategies people can take to solve those problems, and supporting evidence showing how those strategies will help protect oceans.</p> <p>When students are finished, invite them to present their action plans to the class and/or display each group’s action plan in the classroom.</p>
Wrap Up	5 minutes	<p>Remind students to check to see if the question they wrote on the Junior Oceanographer Activity was answered during this session. If not, encourage them to research additional resources to find the answers.</p> <p>You may also want to encourage students to show friends and family their Junior Oceanographers’ Files and talk about ways to protect and help the oceans. Wrap up the lesson by inviting students to share what they feel are the most important facts about oceans to tell others.</p>

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.